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ABSTRACT

A program developed by the Intensive English Language Program (IELP) for English language and American cultural studies at the State University of New York at Albany in cooperation with the Ichabod Crane Primary School brings together the primary school children and adult nonnative students from the IELP. The program involves weekend home stays by the adults with the families of the children, and visits to the children's classrooms. During the home stays, a small group of students from the same culture stay with a single student and the student's family, participating in whatever activities the family chooses. The school visits are prepared by the teachers in both institutions. The adult students prepare by focusing on aspects of their cultures that would be of interest to the students. They gather materials to present, and they prepare short lessons with realia, food, games, and music. Follow-up activities include compositions, letters, and artwork prepared by the children and sent to the adults. Suggested additional follow-up activities include another visit to the classroom, studies of the nationalities and national heritages of the children and their teacher, and discussions of ethnic pluralism. A Malaysian recipe and some of the children's compositions are appended. (MSE)

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Tiga, Topa, Tippula, and Tiggers--
A Global Education Program for Primary School Pupils

Susan Losee and Mary Kay Sawyer

The need for Global Education for students at all levels in our American schools is widely recognized, and was emphasized in "Education for a Global Perspective," an action plan considered by the Board of Regents of New York State. The following statement from the Report to the Regents provides a general definition of Global Education.

> The goal of this plan [the Plan for New York State] is to develop among all students a knowledge and understanding of the cultures of this nation and the world and to provide more students with communication skills necessary to meet their personal and professional objectives in cultural settings and in languages other than their own.[1]

The project described in this paper represents an effort by the Intensive English Language Program at State University of New York at Albany, in cooperation with the Ichabod Crane Primary School of Valatie, New York, to contribute to the cross-cultural understandings of two selected groups of New York State learners in the ongoing process of their "education for a global perspective."

Target Groups Involved

One group of the project participants is composed of primary school pupils (kindergarten through third grade) from the Ichabod Crane Central School District in Columbia County, New York, whose student body is drawn from farms and villages. These children are from varied socio-economic backgrounds.

Adult international students enrolled in the Intensive English Language Program (IELP) at SUNY at Albany for English language and American cultural studies comprise the second group of project learners. These students come to the U.S. from their native countries for academic, business, or personal reasons. Most plan to continue their education at a college or university; some hope to continue their professional careers in the U.S.; a few are political refugees, who will continue to reside in the U.S.

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[1]Introduction to Draft Copy of "Education for a Global Perspective, a Plan for New York State," The University of the State of New York, The State Education Department, 1982.

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It was primarily to bring together representatives of the above populations that this Global Education project was planned. It was hoped, however, that additional persons might be influenced positively by the global Education experiences, namely, the primary school teachers and the IELP faculty and staff, as well as the parents of the primary school children. This proved to be the case.

Program Development

In the fall of 1981, five young Malaysian students from the IELP spent a full school day on a Monday with second grade pupils at Ichabod Crane Primary School (ICPS), following a weekend family stay in the home of the children's classroom teacher. Later, both groups were engaged in activities as follow-up to the visit.

Evaluation of the program was based on information collected from questionnaires filled out by the pupils' parents who reported on the reaction of their children to the experience. Evaluation data were also elicited from the ICPS principal, the teacher involved, and IELP students and faculty members. The results were extremely encouraging, and continued to be so for all subsequent visits.

During the next two years, nine additional small groups of IELP students combined a homestay in Columbia County with an ICPS classroom visit in order to interact with both an American family and young school children of 6-8 years of age. The international student groups were from Saudi Arabia, Kuwait, Venezuela, Colombia, Chile, Guatemala, Mexico, and Italy.

In 1983, a mini-grant was received from the American Association of Elementary School Principals to further develop the program and to purchase Global Education materials. In the same year, a videotape of project activities at ICPS was produced by the Educational Communications Center, SUNYA.

The following year the program was expanded and modified to some degree, so that more ICPS pupils and IELP students could get involved. In the spring of 1984, twenty-one IELP students went to Valatie, New York, and spent the weekend in the homes of primary school pupils, whose eleven classrooms they then visited on the following Monday. Many parents were actively involved during the weekend as hosts of the adult students. The ICPS Association of

Parents as Educational Partners organized the homestay and a reception held for all participants at ICPS.

Preparation for Visit

Preparation for the school visit involves many people and several stages. The people include the elementary classroom teacher and his or her class of approximately twenty pupils, and the IELP students and their instructor(s). It is necessary that all approaches used and information shared in the classroom be appropriate to the pupils' ages, their perceptions of "the world," their limited abilities to conceptualize and their styles of learning. Bits of information and activities must be as concrete as possible, with lots of student participation, so as to enable the children to comprehend and profit to the maximum from the experience.

Consider the elementary teacher and her class. After receiving the names of their upcoming international visitors, the pupils send the visitors a written invitation to spend a day in their classroom. Pupils learn some basic information about the home country of these people: geographic location and features, climate, products and dress. The teachers and pupils prepare a bulletin board focusing on the country. They prepare a list of questions to ask the visitors. Wanting to know about pets, games, and types of houses represent some typical inquiries.

The IELP students engage in a fairly extensive preparation requiring approximately six to eight hours and encompassing several dimensions, from introductory brainstorming to materials-gathering to practicing the teaching of short lessons.

Brainstorming is done to discover, as a group, those aspects of the students' culture which may be particularly intriguing to young children. Examples include first names and realia (currency, stamps, artifacts, special clothing, posters, toys) which can be brought and shown to the children. Food, music, dance, games, and a different language are all of interest to the children. To illustrate in more detail, consider these items separately.

A list of the pupils' names approaches personalization when the IELP students prepare a large name tag for each child. Given the American name, the international students assign an equivalent name in their language, translated, if possible; otherwise a new, but typical name is chosen. These

tages are distributed to the children at the beginning of the school day, and are worn throughout the day to give them a sense of not only their own, but also a slightly extended and international identity.

"Food" often refers to a dessert, to be tasted and shared by all on the day of the visit. Platanous from Colombia, mosaic from Turkey, curry puffs from Malaysia and tabouli (tippula, tapoula, tiboli--no three students agree on the spelling!) from Saudi Arabia are a few of the favorites. Besides actually preparing the dessert, though, the students also duplicate their native recipes so that the children may take them home, where someone else may want to try them out!

Music and dance with their international appeal are exciting and appropriate vehicles for the sharing of cultures. Students may sing, play an instrument and teach the children a song and dance. Learning the seemingly strange new words in a new language is rendered much easier when there's a tune to help. A placard containing the words, in written form, and prepared by the IELP students is also helpful.

Games, though verbalized in a different language, have an appeal to all children. "Blind Chicken" is the Colombian version of tag but perhaps more fun, especially when played with the adult visitors!

The realia, food, music and games have a different look, taste, or sound, and appeal to the children's various senses, but perhaps nothing is as obviously different as the language of the visiting students. Although Spanish is not as unusual sounding or looking to an American as Arabic, and may, in fact, have been heard on the street or via the media, the diverse languages provide a very new visual and oral experience for the pupils. The IELP visitors, during their preparation, practice the teaching of numbers (1-10), counting, and common expressions (Hello, Good-bye, How are you?, etc.). Not only is this preparation oral, but visual as well. That is, two-sided flashcards illustrating both English and the respective foreign language are made by the IELP students. In the case of an alternate writing system, such as Arabic, a transliteration of the Arabic word appears on the card. Seeing a number or expression written in Arabic script, or Chinese or Japanese characters, provides quite a contrast to their more familiar-looking English. "Anya Ha Sayo," the Korean equivalent for a casual hello, looks and sounds so drastically different from anything the children have seen.

Homestay

For the first two years, the homestay aspect of the program provided time for the primary school teacher and the small group of international student guests staying in her home to become well acquainted prior to the "Monday visit" to the teacher's classroom; to develop together a "Monday" schedule for the classroom based on pre-planned activities; and to prepare together the national food from the IELP students' country.

In the revised program, with each ethnic group of IELP students staying at the home of a primary school pupil, the one child and the international students have the opportunity to become "fast friends" during the weekend. Often they spend time with other young people invited for part of the weekend.

In both cases, weekend activities are determined by the host families and may include doing the "chores," taking trips to local points of interest (the ICPS creative playground, constructed by members of the community, is a favorite), going to auctions, visiting neighbors, hiking, playing music or games, cooking, watching TV or simply talking.

Classroom Visit

The visit to the primary school is the culmination of all the preparatory activities. The interaction and the meshing together of previous strangers, or "names-only" acquaintances, into personal friends can be the epitome of inter-cultural or multi-cultural exchange, education, and understanding. Names, music, language and games take on a more meaningful dimensions when they are learned and experienced through the people of whom they are a part.

The "Monday" schedule of classroom activities, as blocked out by IELP students and the ICPS teacher may look something like the schedule found below.

Typical Schedule for a "Monday Visit to ICPS
by Malaysian Students

8:30 a.m.	ICPS pupils and IELP students arrive in the classroom. Pupils receive name tags and learn how to pronounce their names in Malay.
8:50 a.m.	Teacher takes attendance, collects lunch and milk money; pupils salute flag, and sing the national anthem, etc.

9:05 a.m. IELP students teach the following:

Apakabar!	Hello
Kabarbaik	Fine
Siapa Nama Kamu?	What's your name?
Nama saya _____	My name is _____
Terimakasih	Thank you
Kembali	You're welcome

9:35 a.m. Teacher works with pupil reading groups while IELP students observe

10:10 a.m. Pupils ask questions about Malaysia, following review of geography of Malaysia

10:30 a.m. IELP students talk of tigers, their families, fishing as an occupation, food, and children's games. They teach a song to the children

Topi saya bundar,	My hat is round,
Bundar topi saya.	Round is my hat.
Kalau tidak bundar	If it's not round
Bukan topi saya.	It's not my hat.

11:00 a.m. Pupils take international students to art class.

11:40 a.m. Lunch. All pupils and adult students eat together in the school lunchroom.

12:30 p.m. Language expressions and song are reviewed and a second song is taught to the children.

Satu-satu saya sayang ibu,	One, one, I love my mother
Dua-dua saya sayang ayah,	Two, two, I love my father,
Tiga-tiga saya sayang kakak,	Three, three, I love my sisters and brothers,
Satu-dua-tiga sayang semuanya.	One, two, three, I love everyone.

Children learn numbers 1-5.

1:00 p.m. Recess--IELP students teach an outdoor game; children teach an American game, if time permits.

1:45 p.m. Refreshments (international desserts) are served. All participants converse informally; review songs, numbers and language expressions; exchange telephone numbers; etc.

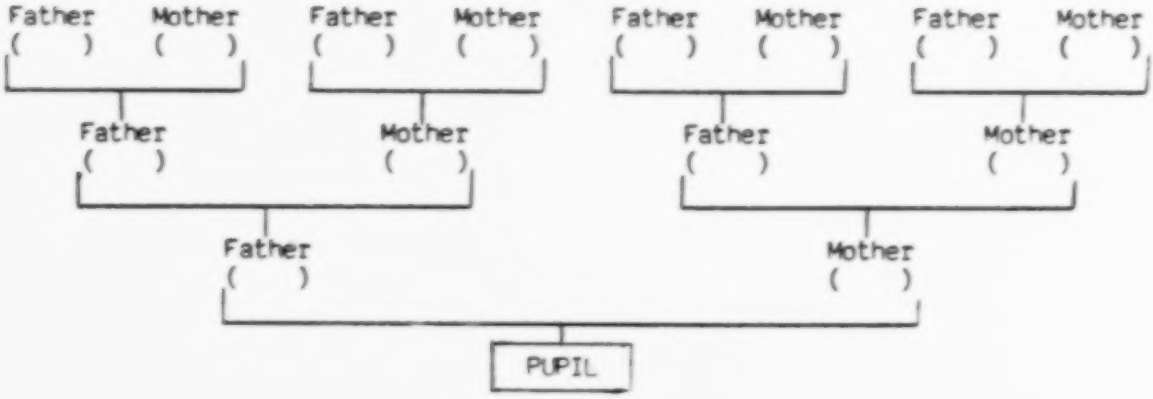
Good byes are expressed in Malay.

Follow-up Activities

Following the actual day in the school appears another category of exchanges, insights and perceptions, as evidenced by the materials received by the IELP students from the elementary pupils. The children send back representations of their memories and interpretations of the visit. What the children send back is representative of what they remember of this visit and their interpretations of the visit. Such memories come back in the form of compositions ("Hamzah shot a seven foot tiger"), a class letter from the entire group, letters written individually, expressing their enthusiasm and excitement, and often an invitation for a return visit. In addition, the children send examples of their artwork which reflects their rendition of that unique day: their visitors, the games, the good, the flag. Perhaps most importantly, though, are those increased insights and understandings which can not appear in tangible form, but which nevertheless, raise the sensitivity level of individuals (young children and adults alike) and make them aware that people are similar around the globe, although their cultures and their expressions may differ.

PHASE TWO - Follow-up Activity

A. Review/recall-visit by foreign students in elementary school classroom
   Greetings, song, expressions in foreign language, differences
B. Nationality of students and teacher
C. National Heritages of Students



D. Student search for information dealing with one (or principal) heritage
location of country on globe, language, music, customs

E. Listing of all heritages reprsented in class (including teacher)

F. Add other ethnic backgrounds to list of people living in U.S.

G. Concept of Ethnic Pluralism in U.S.

Molaysia

We learnet how to talk Molaysian. Molays is a little bit bigger than Florido. There houses are made of wood and concrete. Turkeys are big and little and they takefood from pic... Homes that a seven foot higger.

Appendix B

MALAYSIAN RECIPE

The following recipe is for breakfast and teatime. It may be prepared with less curry (or without curry) according to taste.

CURRY PUFF

Ingredients for pastry:

4 oz. flour	2 oz. margarine
pinch of salt	cold water to mix

Method:

1. Sift the flour and salt into mixing bowl.
2. Rub the margarine lightly into the flour with your finger tips till the mixture is loose and dry like breadcrumbs.
3. Add 1 ½ tablespoons of water (cold) and mix with a table knife. If necessary, add more water to get evenly bonded and firm dough.
4. Flour a pastry board, knead the dough and roll out the pastry about 1/8" thick.

Ingredients for filling:

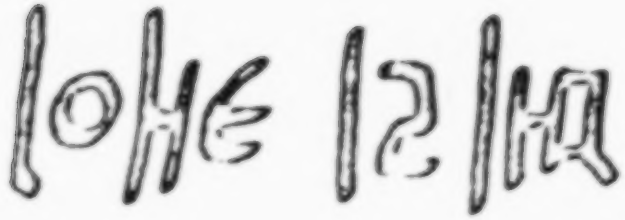
1½ lbs. meat	1/2 (Bombay) onion (if available)
1 potato	2 onions
1 tablespoon curry powder	a stem of curry leaves (if available)
	salt, oil

Method:

1. Rinse and mince the meat.
2. Peel, wash and dice the potato and onions.
3. Heat up 1 tablespoon of oil and fry chopped onions.
4. Add the curry leaves and curry powder and fry for 2 or 3 minutes.
5. Add the meat and fry for another minute or two.
6. Add the potato, salt and 1/2 cup water. Cover, cook until the potato is soft and filling dry. Season well and cool filling on a plate.
7. Make the pastry crust, roll out to 1/8" thickness and cut it into rounds.
8. Put equal amount of the cooled filling on each round of pastry, wet the edges of the pastry rounds, fold over to make the curry puff.
9. Seal the edge of each puff with a twisted edge.
10. Fry the puffs slowly in oil, lightly till the pastry is thoroughly cooked. Drain well and serve with a sprig of parsley.

This will make about 30 puffs.

This is an example of the name tags.



Mary Kay

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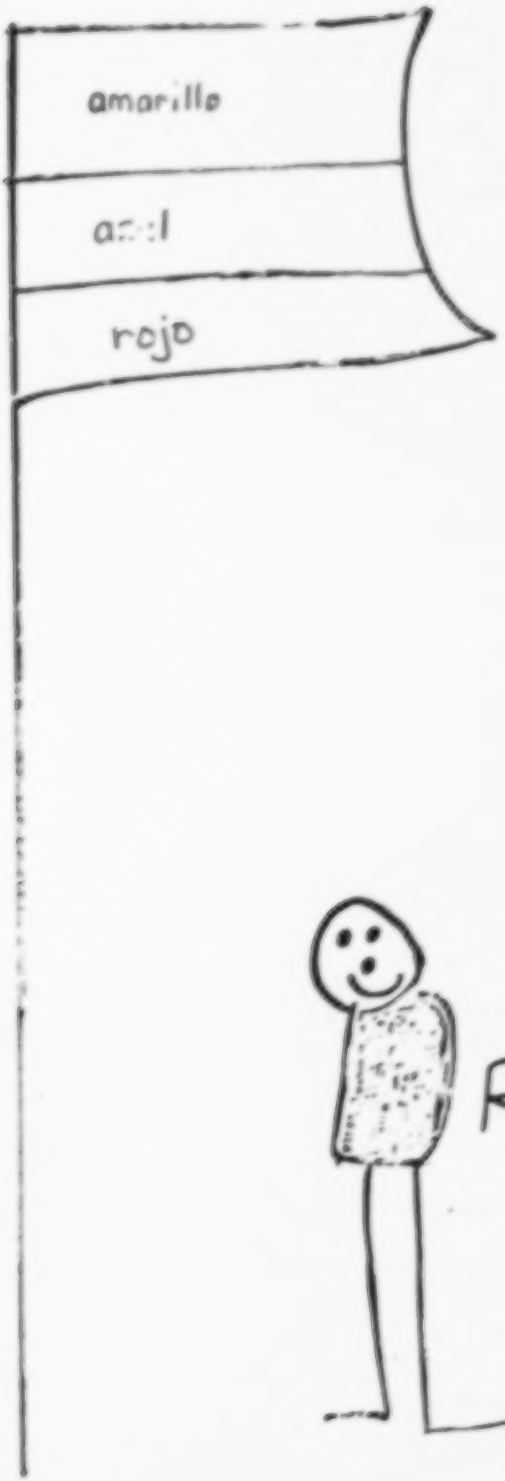

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Teresa Coons 4-18-8

Colomdia

They made patacones.

I had fun when we played.

We had more fun at recess!

I liked when Luis and Luz danced. I loved the name cards.

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